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ABSTRACT

GRADES OR AGES: Grades 7 and 8. SUBJECT MATTER: Speech. ORGANIZATION AND PHYSICAL APPEARANCE: This is a supplement intended to be used with the Speech 7-8 Guide. The supplement covers eight units: orientation, everyday speech, situations, listening, voice and diction, physical action, classroom speaking, parliamentary procedure, and storytelling. The guide is mimeographed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: Separate columns list objectives and suggested activities for each unit. INSTRUCTIONAL MATERIALS: A list is given of classroom sets of sheets which are available, including speech mechanism, phonetic inventory, practice sentences, tongue twisters, pronunciation list and evaluation score sheets. STUDENT ASSESSMENT: A student's evaluation score sheet is included. (MBM)

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ENGLISH LANGUAGE ARTS CURRICULU

SUPPLEMENTARY GUIDE OF SUGGESTED ACTIVITIES FOR SPEECH
To Be Used in Conjunction with Speech 7-8 Guide

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SCHOOL CITY OF GARY
Gary, Indiana
1968

SP007094

NGLISH LANGUAGE ARTS CURRICULUM GUIDE

SUPPLEMENTARY GUIDE OF SUGGESTED ACTIVITIES FOR SPEECH 7-8
To Be Used in Conjunction with Speech 7-8 Guide

TRUSTEES

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SCHOOL CITY OF GARY
Gary, Indiana
1968

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Procedure

The English Department Representative Committee meets monthly to review the curriculum and to make recommendations needed to improve instruction. Some of the recommendations require the services of special committees. After an extended exploration of a variety of materials that might be helpful for teachers, the committee decided to initiate the development of series of supplements to the Language Arts Curriculum Guide. Most of the work on the four areas developed initially -- Composition, Grammar, Literature, and Reading -- was done by a special committee during the summer of 1962, and four separate booklets were issued to teachers. This list of supplementary activities for Speech 7-8 is the latest addition to this kind of material for teachers.

Although the department representative committee and supervisory personnel seek to provide leadership in this ongoing program, the participation of all English teachers is recognized as the main source of strength in the preparation and use of the materials. It should be noted also that the continued support of the administrative staff facilitates the development of a strong program of instruction in the language arts.

TABLE OF CONTENTS

PREFACE..... v

UNIT I: ORIENTATION..... 1

UNIT II: EVERYDAY SPEECH SITUATIONS..... 3

UNIT III: LISTENING..... 7

UNIT IV: VOICE AND DICTION..... 11

UNIT V: PHYSICAL ACTION..... 19

UNIT VI: CLASSROOM SPEAKING..... 22

UNIT VII: PARLIAMENTARY PROCEDURE..... 27

UNIT VIII: STORYTELLING..... 28

Classroom sets of the following sheets may be ordered from the consultant:

The Speech Mechanism..... 12
Phonetic Inventory..... 15
Practice Sentences: Diction..... 16
Tongue Twisters..... 17
Pronunciation List..... 18
Teacher's Evaluation Score Sheet..... 25
Student's Evaluation Score Sheet..... 26

P R E F A C E

The need for a concentrated speech curriculum is widely acknowle
is to be able to communicate effectively in today's rapidly changing
derived from a comprehensive speech program is a definite necessity

Realizing this need, the School City of Gary has included a requ
the junior high school student in its curriculum for a number of year
conviction that while he is still malleable the student should becom
the communicative process and begin a study designed for individual

One problem persisted. Basic textbooks written on the seventh
for speech education are apparently non-existent. The Speech 7-8 Gu
committee of Gary speech teachers and published in 1966, proved its
our basic goals and identifying units of instruction but also in sug

This supplement to the guide was requested by the speech textbo
again, suitable textual materials could not be found. It attempts t
structure of the 1966 guide, additional and varied activities that w
attention, motivate their learning, and create an environment for ap
classroom. It is by no means considered complete, and further study
is heartily encouraged by the special committee.

P R E F A C E

a concentrated speech curriculum is widely acknowledged. If the student communicate effectively in today's rapidly changing world, the learning mprehensive speech program is a definite necessity and a proven asset.

his need, the School City of Gary has included a required speech course for chool student in its curriculum for a number of years, in line with our hile he is still malleable the student should become increasingly aware of e process and begin a study designed for individual improvement.

persisted. Basic textbooks written on the seventh and eighth grade level tion are apparently non-existent. The Speech 7-8 Guide, developed by a y speech teachers and published in 1966, proved its worth not only in setting nd identifying units of instruction but also in suggesting classroom activities. ment to the guide was requested by the speech textbook committee in 1968 when, textual materials could not be found. It attempts to provide, within the 1966 guide, additional and varied activities that will stimulate students' ate their learning, and create an environment for application outside the s by no means considered complete, and further study for its improvement uraged by the special committee.

The Supplementary Guide of Suggested Activities for Speech 7-8 is intended to be used along with the Speech 7-8 Guide, the supplementary texts, and -- most important -- the teacher's individual creativity. Basically, the supplement suggests a variety of worthwhile activities sequentially arranged to develop the speaking and listening skills upon which oral communication depends.

ELIZABETH ENNIS

ALGER BOSWELL

UNIT I: ORIENTATION

OBJECTIVES	SUGGESTED
Ice-Breakers 1. The student will answer a set of neutral, factual questions about himself stated by the teacher. All class members will observe the interview as a model for later use themselves. 2. The student secures biographical information from another student in order to relay at least five facts to the class as he makes an introduction.	Sample definition of speech: Sp getting a thought or a feeling f with the sounds of the voice, mu Ice-Breakers 1. Teacher acts as interviewer student as class watches an are impersonal facts about h or T.V. talk show format.) Sample questions a. Spelling of last name b. Schools attended c. What would you do with 2. Each student turns to the p the following information: a. Name b. Age c. Nickname d. Favorite food, T.V. prog school subject. Note: The student should be giv to secure the above info is called upon to introd on his right.

UNIT I: ORIENTATION

	SUGGESTED ACTIVITIES
er a set of tions about teacher. l observe the for later use biographical her student least five he makes an	Sample definition of speech: Speech is a direct means of getting a thought or a feeling from one person to another with the sounds of the voice, muscles of the body, or both. Ice-Breakers 1. Teacher acts as interviewer and briefly interviews each student as class watches and listens. Student responses are impersonal facts about himself. (Man on the street or T.V. talk show format.) Sample questions a. Spelling of last name b. Schools attended c. What would you do with one hundred dollars? 2. Each student turns to the person on his right and secures the following information: a. Name b. Age c. Nickname d. Favorite food, T.V. program, comic book, hobby or school subject. Note: The student should be given approximately five minutes to secure the above information. Each student later is called upon to introduce to the class the person on his right.

OBJECTIVES	SUG
3. The student will verbalize his ideas within the group. The reporter later will share his list with the class when called upon by the teacher to report for the group.	3. The class is divided in recorder is named. Eac task such as: a. Find several possil such as: Are you g you leaving? b. Construct as many w tonight. c. See how many breed
4. The student stands in front of the class and gives information on his chosen topic.	4. The teacher asks stude topics that are of int listed on the chalkbo least twenty-five topi to talk on one of the l Time minimum for talki

Notes:
The sequence of activities provides for situations which are not threatening and are very informal. Each student begins speaking from his seat but finally speaks briefly and informally, on factual topics, from the front of the classroom. Social dynamics provide opportunity for initial one-to-one communication, then small group task-oriented work, and finally a position of leadership in the group and class.

Throughout this series of activities the teacher makes diagnostic observations of individual students: the degree of participation, the level of self-confidence, the speech skills.

UNIT I: ORIENTATION

...IVES	SUGGESTED ACTIVITIES
...l verbalize his ...e group. ...ter will share his ...lass when called upon ...r to report for the	3. The class is divided into groups of four or five. A recorder is named. Each group is given a problem-solving task such as: a. Find several possible meanings for a spoken sentence such as: Are you going? Is he tall? or When are you leaving? b. Construct as many words as possible from the word tonight. c. See how many breeds of dogs the group can list.
...nds in front of the ...information on his	4. The teacher asks students to "brainstorm" by suggesting topics that are of interest to them. These topics are listed on the chalkboard. The list should include at least twenty-five topics. Each student is called upon to talk on one of the listed topics, without preparation Time minimum for talking: one minute.
...ivities provides for ...e not threatening ...al. Each student ...m his seat but ...fly and informally, ...from the front of ...ial dynamics provide ...tial one-to-one com- ...mall group task- ...finally a position of ...roup and class. ...es of activities the ...ostic observations of ...: the degree of ...level of self- ...eech skills.	

OBJECTIVES	SUGGESTED
Introductions 1. The student will demonstrate in front of the class three introductions, to fit situations created by the teacher. Rules of courtesy will be observed.	Introductions To increase motivation, the teach which require the introduction of usual rules of courtesy are liste reference during subsequent prac 1. Have students create roles o make the proper introductions a. Student introducing mot b. Student introducing teac c. Student introducing his d. Student introducing fath e. Student introducing thre
2. The student will record principles in his notebook, creating a personal resource for review.	2. The speech notebook is start notes being the principles o
Conversation 1-2. The student will converse and interact appropriately in given conversational situations, demonstrating responses based upon listening and contributions of ideas.	Conversation 1. Students will write down and conversational openings on t a. The weather b. Common friends c. Similar interests: hobbi etc. d. Homecoming e. School dress code

UNIT II: EVERYDAY SPEECH SITUATIONS

	SUGGESTED ACTIVITIES
monstrate in front introductions, to ted by the teacher. ill be observed.	Introductions To increase motivation, the teacher describes social situations which require the introduction of one person to another. The usual rules of courtesy are listed on the chalkboard for reference during subsequent practice. 1. Have students create roles of people of various ages and make the proper introductions for such situations as: a. Student introducing mother to his schoolmate b. Student introducing teacher to grandmother c. Student introducing his male friend to sister d. Student introducing father to female teacher e. Student introducing three schoolmates to his parents
cord principles eating a personal .	2. The speech notebook is started, with the first page of notes being the principles of introductions.
nverse and interact ven conversational rating responses g and contribu-	Conversation 1. Students will write down and read orally in class, conversational openings on the following topics: a. The weather b. Common friends c. Similar interests: hobbies, records, books, sports, etc. d. Homecoming e. School dress code

UNIT II: EVERYDAY SPEECH SITUATIONS

OBJECTIVES	SUGGESTED ACTIV
	2. Students will dramatize conversat a. Student enters home and disco record was broken by a family his mother about it. b. Student asks teacher for make exam which he missed. c. Student, whose parents have n expected guests until parents d. A group of students get toget
3. Working as a class, the students will contribute to a brief summary outline, as a culminating review.	3. Based upon these experiences, and experiences, small groups will wo notebook: Suggestions for Good Co group reports and organization by the teacher), this list will be c
Telephone Use In specific situations, the student will be able to demonstrate correct telephone usage, as described in the Speech Guide, pp. 9-10.	Telephone Use 1. Prepare for class presentation th conversations: a. Student answers the phone and message for his mother. (Sec Mrs. Smith that her order has b. Student calls neighbor to com television. c. Student calls friends and inv d. Student gives aid to a caller number. e. Student calls ambulance for i

	SUGGESTED ACTIVITIES
	2. Students will dramatize conversations, for example: a. Student enters home and discovers that his favorite record was broken by a family member. He questions his mother about it. b. Student asks teacher for make-up material for an exam which he missed. c. Student, whose parents have not returned home, entertains expected guests until parents arrive. d. A group of students get together to study for a test.
he students brief summary ating review.	3. Based upon these experiences, and previous conversational experiences, small groups will work out for the speech notebook: Suggestions for Good Conversations. After group reports and organization by the class (guided by the teacher), this list will be copied in the notebook.
	<u>Telephone Use</u> 1. Prepare for class presentation the following telephone conversations: a. Student answers the phone and takes the following message for his mother. (Sears calling to inform Mrs. Smith that her order has arrived at the store.) b. Student calls neighbor to complain about his loud television. c. Student calls friends and invites them to his party. d. Student gives aid to a caller who has reached a wrong number. e. Student calls ambulance for injured family member.
he student ate correct ribed in the	

OBJECTIVES	SUGGESTED ACTIVI
Apologies and Congratulations The student will demonstrate in a courteous and sincere manner the procedure for accepting and giving apologies and congratulations in two social situations. **Instructions** The student in given situations will give clear, concise directions on: how to find; where to go; and what to do. Effectiveness will be evaluated by the ability of the listener to follow the directions.	f. Student calls movie theatre for g. Student answers call from anony are not at home. h. Baby-sitter receives call from i. Student excuses himself during wishes to make a more urgent ca **Apologies and Congratulations** 1. After discussion, dramatize the fol a. Student apologizes to his frien when he called. b. Student apologizes to younger taking him to the movie. c. Student apologizes to girlfrien d. Student apologizes to parent fo e. Student apologizes to an older for bumping into her grocery ca f. Student congratulates his grand wedding anniversary. g. Student congratulates his oppo victory. h. Student congratulates student i. Student congratulates fellow s award. j. Student congratulates team cap **Instructions** 1. Five students take part in program door, open, close it and return to (The students should assume that t or opened a door. They must instru student playing the role of the ro never received such information be

SUGGESTED ACTIVITIES

f. Student calls movie theatre for information on show-times.
g. Student answers call from anonymous caller when parents are not at home.
h. Baby-sitter receives call from employer's friend.
i. Student excuses himself during a phone call when parent wishes to make a more urgent call.

Apologies and Congratulations

1. After discussion, dramatize the following situations:
   a. Student apologizes to his friend for not being at home when he called.
   b. Student apologizes to younger family member for not taking him to the movie.
   c. Student apologizes to girlfriend for breaking a date.
   d. Student apologizes to parent for not being home on time.
   e. Student apologizes to an older lady in the supermarket for bumping into her grocery cart.
   f. Student congratulates his grandparents on their fiftieth wedding anniversary.
   g. Student congratulates his opponent on class officer election victory.
   h. Student congratulates student actors on class play performance.
   i. Student congratulates fellow student on winning attendance award.
   j. Student congratulates team captain on football victory.

Instructions

1. Five students take part in programming a robot to walk to a door, open, close it and return to the programmers. (The students should assume that the robot has never walked or opened a door. They must instruct him accordingly. The student playing the role of the robot must pretend that he has never received such information before.)

OBJECTIVES	SUGGESTED
Culminating Activity The student will, within and as part of the group, demonstrate his ability to use correct social behavior in a simulated formal situation.	2. Student gives instructions o one of the local theatres. 3. Bed-ridden student instructs locate a game in another par Culminating Activity 1. In groups of ten, students w of various roles of guests a following situations will oc a. Hosts greet guests. b. Hosts and party members c. Guests employ conversati d. Telephone messages are t e. Phone messages from baby f. Congratulations and apol g. Instructions on how to g h. Thank-you's

UNIT II: EVERYDAY SPEECH SITUATIONS

	SUGGESTED ACTIVITIES
nd as part his ability vior in a .	2. Student gives instructions on how to get from school to one of the local theatres. 3. Bed-ridden student instructs visiting friend on how to locate a game in another part of the house. <u>Culminating Activity</u> 1. In groups of ten, students will work out demonstrations of various roles of guests at a house party where the following situations will occur. a. Hosts greet guests. b. Hosts and party members make introductions. c. Guests employ conversational gambits. d. Telephone messages are taken from tardy or lost guests. e. Phone messages from baby-sitters to guests. f. Congratulations and apologies should be made by guests. g. Instructions on how to get home. h. Thank-you's

UNIT III: LISTENING

OBJECTIVES	SUGGESTED ACTIV
	The listening activities suggested f for the unit. Their purpose is to m own listening abilities. It is sugg Stanford E. Taylor's research guide provide for a more comprehensive pro of listening skills.
How Well Do You Listen?	*Taylor, Stanford E. Listening, #29 Teacher. Washington: NEA, 1964. How Well Do You Listen?
1. The student will demonstrate his listening ability by performing as required by instructions.	1. Assuming that each row in the f informs each student of his sea a. Tell each student in seat b. Student in seat #2 takes se c. Student in seat #3 takes se d. Student in seat #4 takes se e. Student in seat #5 takes se f. Student in seat #6 takes se Note: This activity may be expanded to in
2. The class will enumerate during class discussion the results of a poor listening situation.	2. The teacher should whisper a fe whispers it to the next studen The last student to hear the s class. Check the final statem Examples: 1. Hearing is being aware of 2. Listening is concentratio

UNIT III: LISTENING

	SUGGESTED ACTIVITIES
onstrate his performing as ions.	The listening activities suggested here serve as an introduction for the unit. Their purpose is to make the student aware of his own listening abilities. It is suggested that the teacher use Stanford E. Taylor's research guide, Listening.* This will provide for a more comprehensive program for the development of listening skills.
erate during e results of a ation.	*Taylor, Stanford E. Listening, #29 What Research Says to the Teacher. Washington: NEA, 1964. 25¢ How Well Do You Listen? 1. Assuming that each row in the room has six seats, teacher informs each student of his seat number. Do this only once. a. Tell each student in seat #1 to take seat #3. b. Student in seat #2 takes seat #5 c. Student in seat #3 takes seat #2 d. Student in seat #4 takes seat #1 e. Student in seat #5 takes seat #6 f. Student in seat #6 takes seat #4 Note: This activity may be expanded to include rows as well as seats. 2. The teacher should whisper a fact to a student who in turn whispers it to the next student and so on around the room. The last student to hear the statement announces it to the class. Check the final statement for accuracy. Examples: 1. Hearing is being aware of the sounds around. 2. Listening is concentration upon the meaning of sounds.

UNIT III: LISTENING

OBJECTIVES	SUGGESTED ACTI
3. The student lists the entire given message to determine listening accuracy.	3. The teacher asks two students t during which the caller leaves a. During the conversation eac also act as receiver and wr b. Each student will check the after the phone conversatio
Listening for Explicit Information	*The caller should read his prep
a. The student will correctly answer at least 75% of the questions based upon a record played for the class.	Listening for Explicit Informa a. The teacher uses recorded s Students are asked to answe list by listening to the se
	Example: "Tradition" Fiddler on the "And who does and fix/preparing me to mar daughters." Question 1. Who learns to Answer 1. The daughters Question 2. For what are Answer 2. To marry
	"Never Say No" The Fantas "Why did the kids put bean No one can hear with beans After a while the reason a They did it 'cause we said Question 1. What did the Answer 1. They put bear

UNIT III: LISTENING

	SUGGESTED ACTIVITIES
ntire given stening	3. The teacher asks two students to act out a phone conversation during which the caller leaves a message* to be written. a. During the conversation each student in the class must also act as receiver and write down the message. b. Each student will check the accuracy of the message after the phone conversation is ended.

*The caller should read his prepared message to insure accuracy.

Listening for Explicit Information

a. The teacher uses recorded selections from Broadway musicals. Students are asked to answer questions from a prepared list by listening to the selections.

Example:

"Tradition" Fiddler on the Roof - RCA Victor LOC-1093
"And who does mama teach to mend and tend and fix/preparing me to marry/whoever papa picks/the daughters."

Question 1. Who learns to mend and tend and fix?
Answer 1. The daughters

Question 2. For what are they being prepared?
Answer 2. To marry

"Never Say No" The Fantasticks - MGM E38720C
"Why did the kids put beans in their ears?
No one can hear with beans in their ears.
After a while the reason appears.
They did it 'cause we said, 'No.' "

Question 1. What did the kids do wrong?
Answer 1. They put beans in their ears.

UNIT III: LISTENING

OBJECTIVES	SUGGESTEI
b. The student will write particular information selected from a general announcement.	Question 2: Why did t Answer 2: 'Cause we b. The teacher plays a to cerning tornado warnir is expected to listen then list the precaut person do when hears Script -- We interrup following tornado war the northwest portion -- there is a tornado of Lake County, India the prescribed precau IN CITIES OR TOWNS Seek inside shelter. Go to a basement. In a house with no ba furniture in the cent Keep some windows ope Stay away from window IN SCHOOLS Wherever possible, go lowest floor. AVOID IN OPEN COUNTRY Move away from the to If there is no time t depression, such as a

*This activity may be altere

UNIT III: LISTENING

	SUGGESTED ACTIVITIES
e particular from a .	Question 2: Why did they do it? Answer 2: 'Cause we said, "No." b. The teacher plays a tape of a radio announcement concerning tornado warnings and precautions.* The student is expected to listen to the entire announcement and then list the precautions. Specifically, what should a person do when hears this announcement <u>at home</u>? <u>Script</u> -- We interrupt this program to bring you the following tornado warning. There is a tornado approaching the northwest portion of Lake County, Indiana. We repeat -- there is a tornado approaching the northwest portion of Lake County, Indiana. Citizens are urged to follow the prescribed precautions. IN CITIES OR TOWNS Seek inside shelter. Go to a basement. In a house with no basement, take cover under heavy furniture in the center part of the house. Keep some windows open. Stay away from windows. IN SCHOOLS Wherever possible, go to an interior hallway on the lowest floor. <u>AVOID AUDITORIUMS AND GYMNASIUMS</u>. IN OPEN COUNTRY Move away from the tornado's path at a right angle. If there is no time to escape, lie flat in the nearest depression, such as an open ditch or ravine.

*This activity may be altered by changing the subject matter.

UNIT III: LISTENING

OBJECTIVES	SUGGESTED ACT
Listening for Appreciation The student will participate in a classroom discussion and contribute his observations relating to the recorded narration: its mood, the speaker's vocal skill in his use of pauses and inflection and rate to enhance mood and meaning.	Example of an alternate: SQ_3R Learn to use the SQ_3R meth 1. SURVEY the material to get th 2. Raise QUESTIONS about it. 3. READ to answer the questions 4. RECITE or restate the materi 5. REVIEW the main points to aid Listening for Appreciation In this phase of listening the teach various recordings to aid in the dev listening. This exercise relies on the selections and leading class dis 1. The interpreter's function in se 2. The importance of vocal variatio rate Recordings: "Sorry, Wrong Numbe DECCA DAU-2 "Ali Baba and the F Disk Popular Scienc "Aladdin," as told RCA Victor, BY-15 Reading Material: "Little Boy B "Little Orpha or selections fr

UNIT III: LISTENING

	SUGGESTED ACTIVITIES

Example of an alternate:

SQ_3R Learn to use the SQ_3R method of independent study:

1. SURVEY the material to get the main idea.
2. Raise QUESTIONS about it.
3. READ to answer the questions.
4. RECITE or restate the material in your words.
5. REVIEW the main points to aid recall

Listening for Appreciation

In this phase of listening the teacher will be expected to play various recordings to aid in the development of appreciative listening. This exercise relies on the teacher's introducing the selections and leading class discussion on the following:

1. The interpreter's function in setting mood
2. The importance of vocal variation: pauses, inflection, rate

Recordings: "Sorry, Wrong Number," Agnes Moorhead - DECCA DAU-2

"Ali Baba and the Forty Thieves," Teach-O-Disk Popular Science Publishing Co. 177A-B

"Aladdin," as told by Ed Herlihy
RCA Victor, BY-15

Reading Material: "Little Boy Blue," Eugene Field
"Little Orphan Annie," James Whitcomb Riley

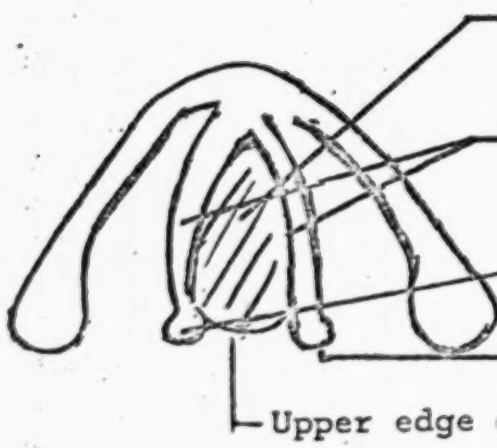
or selections from the literature anthology

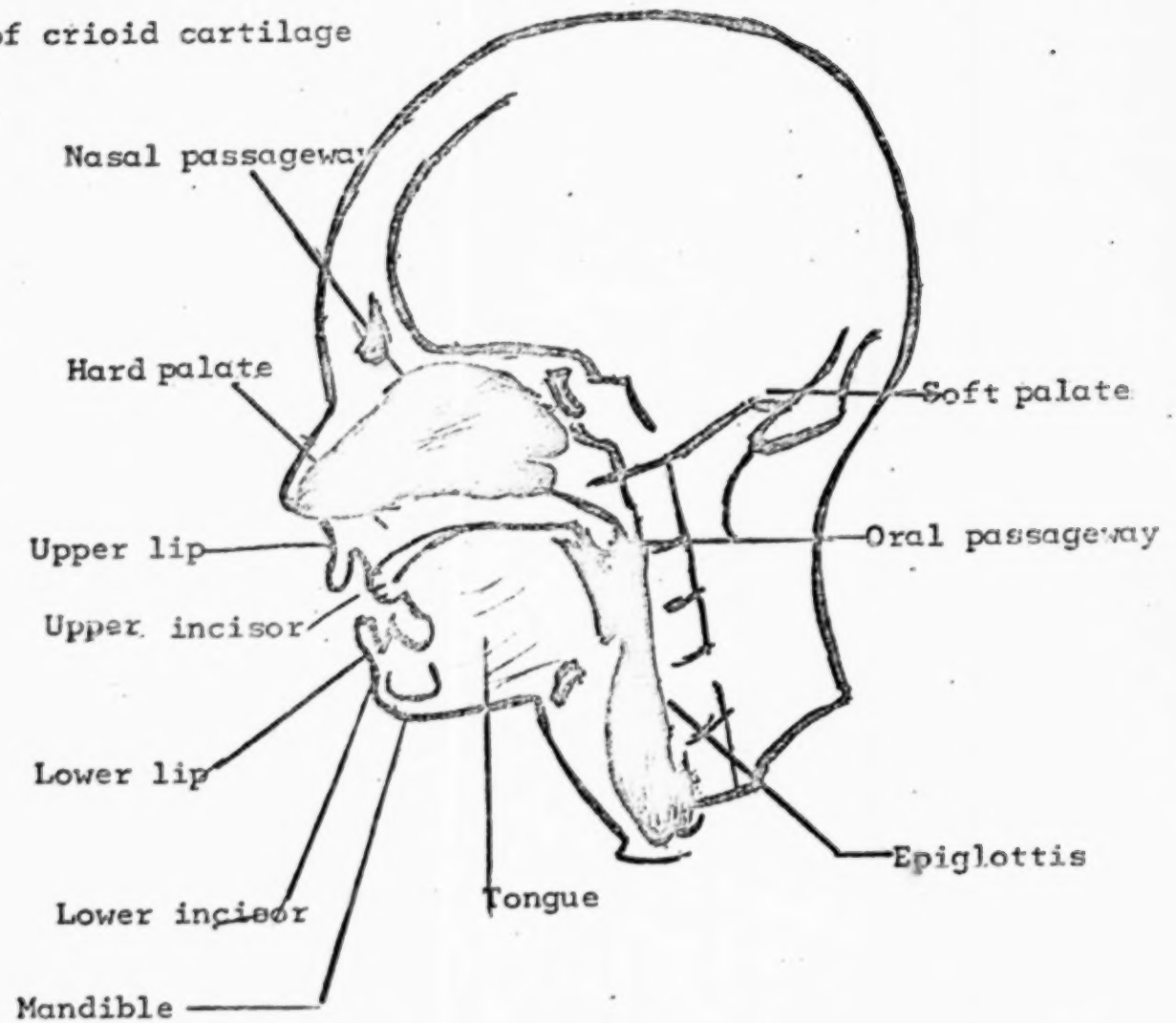
UNIT IV: VOICE AND DICTION

OBJECTIVES	SUGGESTED ACTIVITI
Voice Training 1. The student should identify all parts of the human speech mechanism by labeling a diagram. 2. The student will differentiate between acceptable and unacceptable speaking voices.	**Voice Training** 1. The teacher should use the diagram provided in the guide for class de 2. Have the students list on the chal personalities who demonstrate good as those who have capitalized on t Examples: Pleasing voices: Chet Huntley, Bill Cosby, Leslie Uggams Imperfec: Phyllis, Mr. Mago, Jimmy Du
3. The student will volunteer observations of vocal variations found in the selection.	3. The teacher should play a recordi Heart," read by Vincent Price. T opportunity for hearing such vocal iness, nasality, vocal pauses, sh
4. The student will mimic five different voice types.	4. The teacher should list on the bo a. nasal b. aspirate c. guttural d. shrill e. oral f. husky Ask each student to speak a sente perhaps by mimicking real people
5. The student will demonstrate a voice quality different from his own.	5. Each student will draw a caricatu be able to demonstrate a vocal qu (An interested group may expand t

UNIT IV: VOICE AND DICTION

	SUGGESTED ACTIVITIES
...entify all parts ...echanism by	**Voice Training** 1. The teacher should use the diagram of the speech mechanism provided in the guide for class demonstration.
...erentiate ...d unacceptable	2. Have the students list on the chalkboard names of T.V. personalities who demonstrate good vocal qualities as well as those who have capitalized on their vocal imperfections. **Examples:** **Pleasing voices**: Chet Huntley; Bill Cosby; Leslie Uggams **Imperfect voices**: Phyllis Diller; Mr. Magoo (Jim Backus); Jimmy Durante
...nteer observa- ...ions found	3. The teacher should play a recording such as "The Tell-Tale Heart," read by Vincent Price. This recording presents opportunity for hearing such vocal variations as breathiness, nasality, vocal pauses, shrieks, etc.
...c five different	4. The teacher should list on the board the six vocal types. a. nasal b. aspirate c. guttural d. shrill e. oral f. husky Ask each student to speak a sentence using each vocal type, perhaps by mimicking real people he has heard.
...nstrate a voice ...m his own.	5. Each student will draw a caricature or face for whom he will be able to demonstrate a vocal quality peculiar to his drawing. (An interested group may expand this to a puppet show.)


Passageway to trachea
Vocal folds
Left arytenoid cartilage
Right arytenoid cartilage
Upper edge of crioid cartilage


Nasal passageway
Hard palate
Soft palate
Upper lip
Oral passageway
Upper incisor
Lower lip
Epiglottis
Lower incisor
Tongue
Mandible

Vocal folds in contact at midline

OBJECTIVES	SUGGESTED ACT
Diction 1. The student will read the prescribed sentences, enabling the teacher to make note of his speech sounds. When provided with practice materials, each student will privately and consciously drill on exercises aloud in order to correct substitutions, omissions, and/or mispronunciations to which he is prone. 2. The student should identify, on his copy, the incorrect sounds produced by the teacher.	**Diction** 1. Use the test, 16, (or selected by the teacher's observations o in particular sounds) for the e speech. Each student's reading recorder, for later use by teac The teacher should inform the s substitutions, omissions, and/o have been marked on the Phoneti Note: The test and the Phonetic Inventor Grant. Voice and Articulation Dri Harper and Row, 1960. Pages xi, x Class and individual assignments sh out by this test and inventory, fo difficulties in diction. Exercise particular deviations can be found Articulation Drillbook and in McCu Improvement, Work and Practice Boo Magnolia, Massachusetts: Expressio 2. The teacher should not overloo student's ability to hear mispl sounds. a. The teacher should recite t in pronunciation. b. The students should circle their own scripts.*

*This activity requires prepared li student.

UNIT IV: VOICE AND DICTION

IVES	SUGGESTED ACTIVITIES
ead the prescribed g the teacher to peech sounds.	**Diction** 1. Use the test, 16, (or selected parts of it, as determined by the teacher's observations of pupils' deficiencies in particular sounds) for the evaluation of each student's speech. Each student's reading may be recorded on a tape recorder, for later use by teacher and pupil. The teacher should inform the student of his sound substitutions, omissions, and/or mispronunciations which have been marked on the Phonetic Inventory, page 15.
practice materials, privately and on exercises aloud t substitutions, mispronunciations ne.	**Note:** The test and the Phonetic Inventory may be found in Fairbanks, Grant. Voice and Articulation Drillbook, second edition. Harper and Row, 1960. Pages xi, xv, xvi, and xvii. Class and individual assignments should be made, as brought out by this test and inventory, for practice in overcoming difficulties in diction. Exercises for correction of particular deviations can be found in Fairbank's Voice and Articulation Drillbook and in McCullough, Grace. Speech Improvement, Work and Practice Book. 8th printing, 1966. Magnolia, Massachusetts: Expression Company.
d identify, on his ct sounds produced	2. The teacher should not overlook the importance of the student's ability to hear misplaced or mispronounced sounds. a. The teacher should recite to the class and make errors in pronunciation. b. The students should circle the teacher's errors on their own scripts.*

*This activity requires prepared lists of sentences for each student.

OBJECTIVES	SUGGESTED ACTIV
3. The student should use correctly in a sentence each term located on the bulletin board "Speech Ladder."	Examples: Teacher's Sounds / Scri Dis is da way we do dat. / This I'm gonna go to town. / I'm Tie your choes. / Tie 3. Climb the Good Speech Ladder Display a ladder on the classroo ever the teacher hears a mispron she should have the student who a rung of the ladder. When all filled with words, the teacher s having the students pronounce th

Note:

During this work the teacher will be aware that problems in diction often are directly related to pupils' failure to hear distinctions between sounds. To promote effective learning, the teacher will emphasize hearing the sounds and well as speaking them.

UNIT IV: VOICE AND DICTION

	SUGGESTED ACTIVITIES
se correctly erm located d "Speech cher will be iction often pupils' failure ween sounds. arning, the earing the king them.	Examples: Teacher's Sounds / Script Dis is da way we do dat. / This is the way we do that. I'm gonna go to town. / I'm going to go downtown. Tie your choes. / Tie your shoes. 3. Climb the Good Speech Ladder Display a ladder on the classroom bulletin board. Whenever the teacher hears a mispronounced word in the classroom, she should have the student who spoke the word write it on a rung of the ladder. When all of the ladder rungs are filled with words, the teacher should spend classtime having the students pronounce the words correctly.

PHONETIC INVENTORY

	TYPE OF ERROR[a]					TYPE OF ERROR[a]			
	Sub.	Om.	Dis.	Sl.		Sub.	Om.	Dis.	Sl.
1 (i)	...	...	...	...	18 (r)	...	...	...	...
2 (I)	...	...	...	...	19 (l)	...	...	...	...
3 (eɪ)	...	...	...	...	20 (m)	...	...	...	...
4 (ɛ)	...	...	...	...	21 (n)	...	...	...	...
5 (æ)	...	...	...	...	22 (ŋ)	...	...	...	...
6 (ʌ)	...	...	...	...	23 (j)	...	...	...	...
7 (ɑ)	...	...	...	...	24 (w)	...	...	...	...
8 (ɔ)	...	...	...	...	25 (hw)	...	...	...	...
9 (ou)	...	...	...	...	26 (h)	...	...	...	...
10 (U)	...	...	...	...	27 (p)	...	...	...	...
11 (u)	...	...	...	...	28 (b)	...	...	...	...
12 (ju)	...	...	...	...	29 (t)	...	...	...	...
13 (ɑu)	...	...	...	...	30 (d)	...	...	...	...
14 (ɑɪ)	...	...	...	...	31 (k)	...	...	...	...
15 (ɔɪ)	...	...	...	...	32 (g)	...	...	...	...
16 (ɝ)	...	...	...	...	33 (f)	...	...	...	...
17 (ə)	...	...	...	...	34 (v)	...	...	...	...
					35 (θ)	...	...	...	...

Remarks

	Sub.	Om.	Dis.	Sl.
1 (i)	...	...	...	...
2 (I)	...	...	...	...
3 (eɪ)	...	...	...	...
4 (ɛ)	...	...	...	...
5 (æ)	...	...	...	...
6 (ʌ)	...	...	...	...
7 (ɑ)	...	...	...	...
8 (ɔ)	...	...	...	...
9 (ou)	...	...	...	...
10 (U)	...	...	...	...
11 (u)	...	...	...	...
12 (ju)	...	...	...	...
13 (ɑu)	...	...	...	...
14 (ɔɪ)	...	...	...	...
15 (ɔɪ)	...	...	...	...
16 (ɝ)	...	...	...	...
17 (ɚ)	...	...	...	...

Remarks

	Sub.	Om.	Dis.	Sl.
18 (r)	...	...	...	...
19 (l)	...	...	...	...
20 (m)	...	...	...	...
21 (n)	...	...	...	...
22 (ŋ)	...	...	...	...
23 (j)	...	...	...	...
24 (w)	...	...	...	...
25 (hw)	...	...	...	...
26 (h)	...	...	...	...
27 (p)	...	...	...	...
28 (b)	...	...	...	...
29 (t)	...	...	...	...
30 (d)	...	...	...	...
31 (k)	...	...	...	...
32 (g)	...	...	...	...
33 (f)	...	...	...	...
34 (v)	...	...	...	...
35 (θ)	...	...	...	...
36 (ð)	...	...	...	...
37 (s)	...	...	...	...
38 (z)	...	...	...	...
39 (ʃ)	...	...	...	...
40 (ʒ)	...	...	...	...
41 (tʃ)	...	...	...	...
42 (dʒ)	...	...	...	...

[a]Substitution, Omission, Distortion, Slighting

The following sentences are suitable for children. Phonetic coverage is complete, and the items are numbered for use with the Phonetic Inventory.

1. She feeds the three geese. They eat peas and beans.
2. Give Dick the tin dish. It is filled with pins and rings.
3. James ate the cake. But he stayed away from the table.
4. Ted spent ten cents for eggs. He left them under the bed.
5. The black cat sat on the hat. Dan patted his back.
6. Run and get some butter. We must eat supper at once.
7. Don wanted a car. Polly wanted a doll.
8. Walk along the wall. Can you see the ball on the lawn?
9. Oh, it's cold in the snow. Let's go home by the stove.
10. Put your foot on the wood. Now look at my book.
11. Ruth had two shoes. One was blue.
12. Do you like music? A few boys do not.
13. The brown cow looked at the house. Out came a mouse.
14. I have a white kite. It can fly high in the sky.
15. The boy saw Roy. So Roy hid his toys.
16. The girl heard a bird. Bert heard it first.
17. Father and Mother are bigger. They are older.
18. Harry read a story about a rabbit. A parrot and a bear were in the story.
19. Little girls like to play with dolls. Boys always like to play ball.
20. Jimmy moves when summer comes. Sam stays home.
21. Guess what the man with the gun found in the nest. A spoon, a penny, and ten nuts.
22. The king had a ring on his finger. He rang the bell.
23. You may not play in the yard yet. You may play there next year.
24. We wash our windows with soap and water. Are we doing it the right way?
25. Which wheel came off? Was it the white one? Where did it go?
26. Harry held his hat in one hand. He said, "I have a horse at my house."
27. Peter drew an apple and a pig. Then he put the pencil on top of the paper.
28. Bobby was a big boy. He had a rabbit and a boat.
29. Ted had a little cat with white feet. He fed it meat.
30. Old Ed got down off the red ladder. He called his dog and went away into the woods.
31. Dick put cookies and crackers in his pocket. He took them out the back door.
32. The girl found a big dog in her wagon. "Go away! Go away!" she said.
33. Fred found a calf on the farm. He also saw five goldfish.
34. I have my gloves on. They cover every finger.

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34. I have my gloves on. They cover every finger.
35. The trees are thick on both sides of the path. Do you think you can see anything?
36. My brother likes this red feather, but not that one. So do father and mother.
37. Sister eats soup and ice cream with a spoon. She also likes to sew on her dress.
38. The bees are always buzzing in my ears. Their music makes me lazy.
39. While she washed the dishes the men fished. Then she looked for shells along the shore.
40. Do you like television? I usually do.
41. The child sat in the chair in the kitchen. He watched the teacher choose some matches and a piece of cheese.
42. Jimmy ate bread and jam and two oranges. He put a jar of jelly in his pocket.

1. How much wood could a woodchuck chuck if a woodchuck could chuck wood?

2. Around the rough and rugged rock the ragged rascal ran.

3. Once a fellow met a fellow with a bag beans. Can a fellow tell a fellow what a fellow means?

4. Willie Wash would Winnie Wash in her wash waist.

5. The shell-shocked soldier shot his shotgun.

6. Useless Ursea urging Uncle Ulysses utterly undid his ugly ulster.

7. Seven silly seamen sailing southward.

8. Hang the tablecloth close to the clothes and close the clothesbasket.

9. Theophilus Thistle, the successful thistle-sifter, in sifting a sieve full of unsifted thistles, thrust three thousand thistles through the thick of his thumb. See that thou in sifting a sieve full of unsifted thistles thrust not three thousand thistles through the thick of thy thumb.

10. Which witch wears white when whaling?

11. Some people prefer pumpkin pie while others prefer plum pudding.

12. Patricia drew a map of Spain on the windowpane.

13. Betty Botter bought some butter;
"But," said she," the butter's bitter.
If I put it in my batter,
It will make my batter bitter;
But a lot of better butter
Will make my bitter batter better."
So she bought a lot of butter
Better than the bitter butter
And it made her bitter batter better.
So 'twas better Betty Botter.
Bought a lot of better butter.

14. She sells sea-shells by the sea shore.

15. Geese, Cackle; Cattle, Low; Crows, Caw; Cocks, Crow.

PRONUNCIATION LIST

The words below are commonly mispronounced. Sometimes the mis-pronunciations are "wrong;" sometimes they are merely "non-U"-- unacceptable for those who should be aware of correct forms. Make your own additions to this list from class comments.

DON'T CHANGE STRESS. The properly stressed syllable is capitalized.

COMparable	VEhicle	MISchievous	enTIRE
irREParable	HOSpitable	IMpotent	inSURance
EVidently	FORmidable	reSEARCH	indeFATigable
deBATE	LAMentable	deTAIL	DIgest (noun)
perMIT (verb)	PERmit (noun)	PREferably	diGEST (verb)

DON'T CHANGE SOUND.

status -like state (not like hat) ALSO: oil -like toil (not earl)
data -like date (not like cat) bird -like burred(not boid)
sadist -like sad (not like trade)
chic -sheek (not chick)
chassis-shassy, like lassie; "sh" like sham, not like "ch" in chat
garage -soft "sh" at the end, like barrage; not like lodge.
supremacy-like gem (not like cream)
genuine-like inn (not like wine)
greasy -like fleecy (not like easy)
get -like bet (not git)
accept -like axe (not ex); also acCEPT (not EXcept)
just -like rust (not like list); See also gist -like jist
gesture-like jest (not like guest)
too & two & to -like woo (not like tuh)

DON'T ADD SYLLABLES.

athletic (not ath-a-let-ic)
compulsory (not com-pul-sor-ar-y)
extraordinary (not extra-or-di-nar-y)

DON'T PRONOUNCE SILENT LETTERS.

often -like offen
Illinois -like noy, not like noise.
subtle -like suttle

DON'T REARRANGE LETTERS

COMparable	VEHicle	MIschievous	entire
irREParable	HOSpitable	IMpotent	inSURance
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DON'T REARRANGE LETTERS

nuclear (new-klee-ar) (not new-cu-lar)
irrelevant(ear-re-le-vant) (not ir-re-va-lant)
larynx (la-rinks) (not lar-nicks)
prevent (preVENT) (not PERVENT)

DON'T LEAVE LETTERS OUT

February (not Febuary)
library (not liberry)
excerpt (not esserpt)
government(not goverment)
history (not histry)
literature(not literchure)
going (not goin) Watch all "ing's."

DON'T ADD LETTERS.

escape (not ek-scape)
height (not heighth)
overalls (not overhauls)
preventive (not preventative)

IF YOU FIND THAT YOU HAVE MISPRONOUNCED WORDS, RECORD THEM HERE AND STUDY THEM.

UNIT V: PHYSICAL ACTION

OBJECTIVES	SUGGESTED A
Introductory Activities 1. The class demonstrates with the teacher the given facial expression and gesture.	Gestures and Facial Expressions -- an idea through bodily action and Introductory Activities 1. The teacher should demonstrat take place through the use of "sh--quiet" - place index fin pondering - finger still on l "I don't know" - index finger "I don't know" - arms flexed, as in praise - arms and hands "stick-'um-up" - forearms up, Class may join with teacher a prayer — palms toge drinking — palms cupp petition for food — palms cupp call on me — one arm up holding baby — arms cradl "M'mmm good" — hand rotat fatigue — both hands disgust — fists on h disgust strength — fists on h anger — fists on h

UNIT V: PHYSICAL ACTION

	SUGGESTED ACTIVITIES
the pression	Gestures and Facial Expressions -- a means of communicating an idea through bodily action and facial expression. Introductory Activities 1. The teacher should demonstrate how communication can take place through the use of gestures and facial expressions. "sh--quiet" - place index finger on the lips pondering - finger still on lips, eyebrows knitted "I don't know" - index finger between teeth, eyebrows raised "I don't know" - arms flexed, palms upward, shoulders hunched as in praise - arms and hands extended upward, eyes upward "stick-'um-up" - forearms up, hands forward Class may join with teacher and do these together. prayer — palms together drinking — palms cupped at mouth petition for food — palms cupped, extended from body call on me — one arm up, hand waving holding baby — arms cradled "M'mmm good" — hand rotating on stomach fatigue — both hands on lower back disgust — fists on hips-shoulders relaxed, face shows disgust strength — fists on hips-shoulders back, face firm anger — fists on hips-head lowered, eyebrows arched

OBJECTIVES	SUGGESTED ACT
2. The student will present one simple expression when called upon at random,using either the face, hand, leg, body, or any combination of these.	2. Each student should demonstrat idea through use of face, hand
Gestures and Facial Expressions	Gestures And Facial Expressions Wh
1. The student will present a facial expression and gesture from the teacher's given verbal statement.	1. The teacher should give the st The student then demonstrates a. Come here. b. Help! c. The fish was this big. d. It's a bird, it's a plane, e. My, how you've grown. f. I can't see. g. What time is it? h. He went that way. i. It's over there. j. Sit beside me.
Pantomime	Pantomime
1. The student will present a pantomime involving an isolated incident.	In introducing pantomime to the cl isolated pantomimic action. 1. Demonstrate from the following two minutes to develop their o for presentation. a. Opening a car door b. Unlocking a door c. Drinking from a glass, a c

	SUGGESTED ACTIVITIES
t one called ther the or any ions t a facial from the statement. nt a pantomime incident.	2. Each student should demonstrate an original communicative idea through use of face, hands, body or legs. Gestures And Facial Expressions Which Give Emphasis to Speech 1. The teacher should give the student the verbal expression. The student then demonstrates the appropriate action. a. Come here. b. Help! c. The fish was this big. d. It's a bird, it's a plane, it's Superman. e. My, how you've grown. f. I can't see. g. What time is it? h. He went that way. i. It's over there. j. Sit beside me. Pantomime In introducing pantomime to the class, the teacher should stress isolated pantomimic action. 1. Demonstrate from the following. Then give the students about two minutes to develop their own isolated pantimimic movements for presentation. a. Opening a car door b. Unlocking a door c. Drinking from a glass, a cup, a bottle

OBJECTIVES	SUGGESTED ACTIV
	d. Picking a flower e. Digging a hole f. Threading a needle g. Buttoning coat h. Putting on gloves i. Reading a book, magazine, n j. Putting on lipstick
2. The student will identify and perform a pantomime being presented by another student.	2. One student performs an isolate room. He must continue the sam students join him.* There shoul room. A student may join those he thinks he has guessed the ac a. Hanging up a wash b. Making a bed c. Sweeping a floor
3. The student will demonstrate by physical action alone in front of class an object or an animal.	3. Guess What I am The teacher should demonstrate possible for the body to create animal or object. The most com whose image is created by runni in an up and down motion. The and animals to each student or their own choices for performan Examples: dog, cat, turtle,chicken, bounc lighthouse, etc.

*Limit the number of performers to

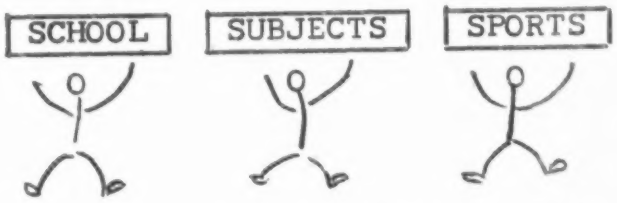
UNIT V: PHYSICAL ACTION

	SUGGESTED ACTIVITIES
	d. Picking a flower e. Digging a hole f. Threading a needle g. Buttoning coat h. Putting on gloves i. Reading a book, magazine, newspaper j. Putting on lipstick
ify and ing presented	2. One student performs an isolated incident in front of the room. He must continue the same action until five other students join him.* There should be no conversation in the room. A student may join those in front of the room when he thinks he has guessed the action. a. Hanging up a wash b. Making a bed c. Sweeping a floor *Limit the number of performers to five for one pantomime.
strate by in front of animal.	3. Guess What I am The teacher should demonstrate to the class how it is possible for the body to create the idea of becoming an animal or object. The most common of these is the bird, whose image is created by running and waving the arms in an up and down motion. The teacher may assign objects and animals to each student or ask the students to make their own choices for performance. Examples: dog, cat, turtle,chicken, bouncing ball, flower, pencil, clock, lighthouse, etc.

OBJECTIVES	SUGGESTED ACT
<u>Selecting a Topic</u> 1. The student will list on paper, and read to the class, three suitable topics for each different speech type.	<u>Selecting a Topic</u> 1. Have each student suggest on category (in 2). 2. Ask some students to write the <u>Examples</u> Speech to inform.....How to Speech to persuade.....Vote fo Narrative speech.....An Expe
<u>Narrowing the Topic</u> 1. Each student will demonstrate his ability to understand topic parts by identifing himself as a sub-topic related to his group topic.	<u>Narrowing the Topic</u> Discuss with the class the importa subject area into a topic specific of the speech. 1. Divide the class into groups assign each group a broad sub for the group. The group ther a name based on a more specif member's name must be relate After the group meeting, the group. Each member will stan introduce himself by specific good idea to have each member large piece of paper. The te while the members hold their

UNIT VI: CLASSROOM SPEAKING

	SUGGESTED ACTIVITIES
on paper, three ach different	Selecting a Topic 1. Have each student suggest one topic for each speech category (in 2). 2. Ask some students to write their topics on the chalkboard. Examples Speech to inform.....How to Play a Game Speech to persuade.....Vote for Me Because Narrative speech.....An Experience I Have Had
onstrate his topic parts as a sub-group topic.	Narrowing the Topic Discuss with the class the importance of being able to limit a subject area into a topic specific enough to cover the purpose of the speech. 1. Divide the class into groups of five. The teacher should assign each group a broad subject. This becomes the name for the group. The group then assigns each of its members a name based on a more specific subject area. Each group member's name must be related to the group name. After the group meeting, the teacher will introduce the group. Each member will stand in front of the class and introduce himself by specific group name. It would be a good idea to have each member print his group name on a large piece of paper. The teacher holds the group name, while the members hold their specific names.

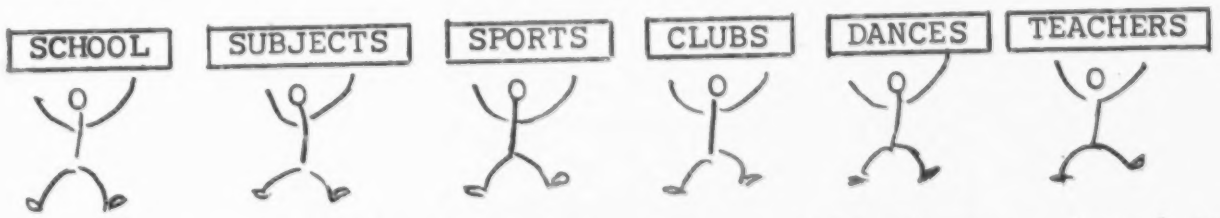
OBJECTIVES	SUGGESTED AC
2. The student will select a broad topic and list, on paper, at least five sub-topics. Outlining the Speech 1. The student will turn in, on paper, an outline based on a news report.	This activity gives the class an as hear the breakdown in subject Examples of general subjects: so Diagram:  2. Written Assignment: Each st and sub-divide it into five Outlining the Speech 1. Using mass media for referen each student an outline base international news, national may develop their outlines f news reports or television n Examples: International News I. Reports from Viet Nam A. 40 American soldiers 1. Defending the vi 2. Others injured i B. American naval base 1. Three buildings 2. Five American se

	SUGGESTED ACTIVITIES

This activity gives the class an opportunity to see as well as hear the breakdown in subject areas:

Examples of general subjects: school, hobbies, transportation

Diagram:



2. Written Assignment: Each student will choose a broad topic and sub-divide it into five related areas.

elect a broad
paper, at
ics.

urn in, on
based on a news

Outlining the Speech

1. Using mass media for reference, the teacher should assign each student an outline based on one of these three headings: international news, national news, local news. The students may develop their outlines from newspaper articles, radio news reports or television news reports.

Examples:

International News

I. Reports from Viet Nam
   A. 40 American soldiers wounded
      1. Defending the village of DeNang
      2. Others injured in Saigon

   B. American naval base in Cuba attacked by sniper fire.
      1. Three buildings destroyed
      2. Five American servicemen wounded

UNIT VI: CLASSROOM SPEAKING

OBJECTIVES	SUGGESTED ACTIVITI
	II. Cuba A. Pan-American jet hijacked by B. American naval base in Cuba 1. Three buildings destroye 2. Five American servicemen
Speech Delivery 1-3. The student will deliver, in front of the class, a two minute speech on each of the following speech types: Information; Persuasion; and Narration. His teacher and classmates will evaluate his effectiveness in a range of categories by checking, and returning to him, rating sheets.	Speech Delivery* 1. Assign the students campaign speech speech is to persuade the group to their candidate in a school electio of slogans and gestures. 2. The student should prepare and deli "How-to-Speech.". Examples of topics: How to dance, airplane, how to draw faces 3. The student may choose to give a th speech. a. My First Baby-Sitting Job b. The First Time I Was Left Home c. My First Friend d. My Favorite Possession

*It is suggested that the teacher tape t
students may listen to their own speeche
See student and teacher evaluation sheet

UNIT VI: CLASSROOM SPEAKING

	SUGGESTED ACTIVITIES
iver, in a two ch of the pes: sion; and cher and luate his range of ing, and ating sheets.	II. Cuba A. Pan-American jet hijacked by Cubans B. American naval base in Cuba attacked by sniper fire. 1. Three buildings destroyed 2. Five American servicemen wounded Speech Delivery* 1. Assign the students campaign speeches. The purpose of this speech is to persuade the group to support the speaker as their candidate in a school election. Emphasize the use of slogans and gestures. 2. The student should prepare and deliver a three minute "How-to-Speech.". Examples of topics: How to dance, how to make a model airplane, how to draw faces 3. The student may choose to give a three minute narrative speech. a. My First Baby-Sitting Job b. The First Time I Was Left Home Alone c. My First Friend d. My Favorite Possession

*It is suggested that the teacher tape the speeches so that the students may listen to their own speeches for evaluative purposes. See student and teacher evaluation sheets following this unit.

TEACHER: EVALUATION SCORE SHEET

Scoring: Excellent - 5
Very Good - 4
Good - 3
Fair - 2
Poor - 1

NAME OF SPEAKER_____

DISTRIBUTION: 100-90 (A) 89-80 (B)
79-70 (C) 69-60 (D)
59-20 (F)

QUALITIES	GRADES	NOTES
I. BODY MOVEMENT		
A. Approach to the Floor		
B. Appearance		
C. Posture		
D. Facial Expression		
E. Eye Contact		
F. Gestures		
G. Exit from the Floor		
II. VOICE		
A. Volume		
B. Quality		
C. Rate		
D. Inflection		
E. Enthusiasm		
III. LANGUAGE		
A. Choice of Words		
B. Pronunciation		

C. Posture		
D. Facial Expression		
E. Eye Contact		
F. Gestures		
G. Exit from the Floor		
II. VOICE		
A. Volume		
B. Quality		
C. Rate		
D. Inflection		
E. Enthusiasm		
III. LANGUAGE		
A. Choice of Words		
B. Pronunciation		
C. Fluency		
IV. DELIVERY		
A. Introduction		
B. Organization		
C. Content		
D. Conclusion		
V. AUDIENCE REACTION		

TOTAL

STUDENT: EVALUATION SCORE SHEET

NAME OF SPEAKER_____

EVALUATOR_____

Scoring: Good - 3
Fair - 2
Poor - 1

Distribution:
36-32 (A) 31-27 (B) 26-22 (C)
21-17 (C) 16-12 (F)

QUALITIES	GRADES	NOTES
I. BODY MOVEMENT		
A. Approach to the Floor		
B. Posture		
C. Facial Expression		
D. Eye Contact		
E. Gestures		
II. VOICE		
A. Volume		
B. Enthusiasm		
III. LANGUAGE		
A. Choice of Words		
B. Pronunciation		
IV. DELIVERY		
A. Introduction		
B. Content		
C. Conclusion		

TOTAL

UNIT VII: PARLIAMENTARY PROCEDURE

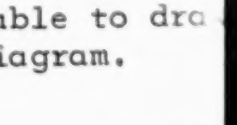
OBJECTIVES	SUGGESTED ACT
1. The student should identify and place in correct order the Order of Business.	1. A group of eight students stand Each student holds a sheet of p one item in the Order of Busine at their seats, when called by the class where the students sh why. (See list in Speech 7-8 C
2. The student will correctly state a Main Motion. 3. Each student should correctly amend a main motion.	2. Each student should stand and m 3. Students in groups of twos. On next student in the group amend
4. Each student will read in front of the class a secretary's minutes and a committee chairman's report.	4. Each student will pretend to b chairman and read orally, in f of a meeting and a committee r
5. The student will actively participate in a formal class/club meeting.	5. The entire class may be formed be chosen as President, Secret etc. Committee should be formed (i.e., a class party, a field t season.)

Note:
This club, if formed early in the
aid to determine various room moni
or may be used to discuss various
(i.e., football games, play-ticket
discipline, etc.)

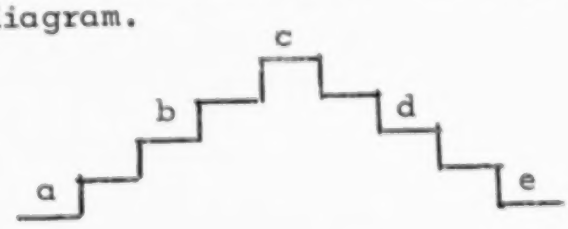
UNIT VII: PARLIAMENTARY PROCEDURE

	SUGGESTED ACTIVITIES
ntify and the Order	1. A group of eight students stand in front of the class. Each student holds a sheet of paper on which is printed one item in the Order of Business. Students, remaining at their seats, when called by the teacher will tell the class where the students should be placed and explain why. (See list in Speech 7-8 Guide, page 37.)
ctly state	2. Each student should stand and make, at his seat, a Main Motion.
rrectly amend	3. Students in groups of twos. One student makes a motion. The next student in the group amends the motion.
in front ry's minutes an's report.	4. Each student will pretend to be a secretary and a committee chairman and read orally, in front of the class, the minutes of a meeting and a committee report which he has prepared.
ely participate meeting.	5. The entire class may be formed into a club. Students should be chosen as President, Secretary, Treasurer, Vice President, etc. Committee should be formed and definite objectives planned (i.e., a class party, a field trip, a picnic - depending on the season.)
	Note: This club, if formed early in the year, may be maintained as an aid to determine various room monitors, errand runners, etc.; or may be used to discuss various school activities and problems (i.e., football games, play-tickets, dress code, student discipline, etc.)

UNIT VIII STORYTELLING

OBJECTIVES	SUGGESTED ACTIVITI
1. The student will read in class an example of a story type seen on television.	1. The student will list on paper and of television shows for each diffe Examples a. MYTH - Hercules Cartoons b. LEGEND - Tales of Sir Lancelo c. ADVENTURE - Combat d. SPECIAL OCCASION - 1) Christmas - Magoo's Christ 2) Halloween - Charlie Brown e. MODERN SHORT STORY - Bewitche f. FAIRY TALES - Richard Rager's
2. The student will turn in on paper a correctly labeled plot diagram.	2. The student should be able to dra five parts of a plot diagram. a. Introduction b. Rising Action c. Climax d. Falling Action e. Conclusion 
3. The student will orally tell to the class a story in a logical order. An Evaluation Sheet is found on page 74 of the Speech Guide.	3. Each student should, in a logical the class a short story chosen fr or from the literature text: 7th Grade - PROJECTION IN LITERATU 8th Grade - COUNTERPOINT IN LITER

UNIT VIII STORYTELLING

	SUGGESTED ACTIVITIES
lass seen	1. The student will list on paper and read examples of titles of television shows for each different story type: Examples a. MYTH - Hercules Cartoons b. LEGEND - Tales of Sir Lancelot c. ADVENTURE - Combat d. SPECIAL OCCASION - 1) Christmas - Magoo's Christmas Carol 2) Halloween - Charlie Brown and The Great Pumpkin e. MODERN SHORT STORY - Bewitched f. FAIRY TALES - Richard Rager's Cinderella
n paper iagram.	2. The student should be able to draw, label and explain the five parts of a plot diagram. a. Introduction b. Rising Action c. Climax d. Falling Action e. Conclusion 
l to the order. nd on e.	3. Each student should, in a logical sequential order, orally tell the class a short story chosen from the school material center or from the literature text: 7th Grade - PROJECTION IN LITERATURE 8th Grade - COUNTERPOINT IN LITERATURE